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ABSTRACT

The purpose of the study was to examine the effectiveness of the Appalachia Educational Laboratory's Experience-Based Career Education (EBCE) program as it was presented n five formal conferences with 230 education officials from Tennessee, Kentucky, and West Virginia. More specifically, the study attempted to evaluate EBCE along the guidelines proposed as objectives by the EBCE User Conferences. Those objectives were to provide public exposure of the EBCE concept to concerned education officials within the Appalachian region, to develop insights into the specific needs and preferences according to geographic areas of interest which might facilitate or suppress the implementation of an EBCE program, and to provide professional feedback to EBCE staff concerning the adequacy of their program. These objectives have been evaluated by two means. The first was subjective, based on observer notes recorded at each conference. The second was more objective, based on conference attendants' responses to questionnaires The questionnaire indicated that the greatest areas of concern were, i descending order of importance: consulting assistance, additional staff, financial issues, additional physical facilities, and loss of control for teachers and administrators. Pelevant forms, a sample questionnaire, and a list of 40 facts about EBCE are appended. (Author/PR)

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# THE USES OF REGIONAL AGENCIES IN THE ANALYSIS AND DISSEMINATION OF INNOVATIONS

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# THE USES OF REGIONAL AGENCIES IN THE ANALYSIS AND DISSEMINATION OF INNOVATIONS *

## Introduction

During FY '74, the EBCE Program of the Appalachia Education Laboratory, Inc. (AEL) organized and conducted conferences with educational agencies throughout the Appalachian Region. These conferences were intended to fulfill the following purposes:

1. To assess participants' perceptions of the program's developmental strengths and weaknesses;

2. To identify participants' concerns which might facilitate or suppress implementation of the program;

3. To make participants aware of the existence and availability of the EBCE program through AEL.

This paper summarizes the extent to which these purposes were served by the conferences. The complete presentation of these findings is contained in Stakeholder Analysis: EBCE Conferences, AEL, 1974.

## Participants

Five of the six planned conferences were held during FY '74. Three were exclusively devoted to EBCE; two were general conferences during which EBCE presentations were made. Participants in the first three conferences (n=30) were directors/administrators of Regional Educational Service Agencies (also known as Educational Cooperatives, Boards of Cooperative Educational Services, Regional Office to Provide Educational Services, etc.). Participants in the other two conferences (n=200) were county superintendents, directors of area vocational schools, and state department/county vocational education officials.

AEL's rationale for inviting to its conferences such a broad range of decision-makers is founded in its perceptions of EBCE's characteristics as an innovation and in its consequent perceptions of program implementation/governance strategies. Although EBCE is a complex innovation

*The author gratefully acknowledges the contributions of Tom Franklin, Educational Psychology Department, West Virginia University; the entire staff of the EBCE program; the participants in the EBCE conferences.

requiring retraining and technical assistance for implementation, nonetheless, it can be adopted and operated side-by-side with traditional school programs at a relatively low cost, given reasonable economies of scale. What governance structures are necessary to achieve these economies of scale is the empirical question that caused AEL to elicit conference participation from a variety of agencies. The ultimate answer to the question will evolve as an outcome of the implementation activity planned for the next three years.

## Method And Instrumentation Design

After identifying agencies and their mailing addresses, AEL sent conference registration information to each of the agency directors. Those directors were encouraged to advise and invite their colleagues to each conference. The directors were given specific suggestions to invite those persons in their district who might have been currently involved with, or interested in, career education.

Along with the invitation to attend the conferences, preregistration data sheets were mailed. These forms requested background information about the individuals who were to attend the meetings, as well as information about the particular districts invited to send representatives. The questionnaire contained eighteen items constructed to assess who was to attend the conference, the representative's position in the school or agency he or she represented, the kind of community the attendant represented in terms of the number of people served and their socio-economic standing, the number and kinds of federal projects operated by the particular agency, the kinds of career education programs with which the agency was currently involved, the function of local Citizen's Advisory Committees, as well as the agency's attitudes toward federal projects and career education. Although the form seemed lengthy, it was agreed by EBCE staff to be essential demographic information which would be burdensome to obtain during the conferences. Further, since some of the information requested (such as amount of government funding for various projects) would be difficult to obtain during conferences, and since the representatives would be away from their offices and clerical support, the forms were mailed and labeled "Preregistration Sheets." Of course, all the information requested was considered confidential. (See Appendix 1 for Preregistration Data Sheet).

The questionnaire (Appendix 2), which was administered to participants at EBCE User Conferences at the end of the meetings, had two primary purposes. The first purpose was to assess participants' reactions to EBCE's actual presentation at each conference. This function was served by items one through five on the questionnaire. This five-item section of the questionnaire was introduced by its own set of directions and a statement of its purpose. Items one through four were of the Likert-scale type. That is, respondents were asked to circle the number, ranging one through five, which they felt was most appropriate to represent their response to each item. A score of five on any item indicated a highly favorable attitude toward the presentation, while a score of one indicated a highly unfavorable attitude toward the presentation. The Likert-type scale was employed not only because it affords a wide dispersion of response scores and could be objectively scored, but also because it is readily amenable to inferential statistical analyses.

Item Number One on the reaction to presentation instrument was a six-part item. Respondents were asked to rate the EBCE presentation they had just witnessed on the basis of speakers' skills, audio-visual materials, handouts, display of materials and documents, physical facilities for the presentation, and length of the presentation. Item Two had participants rate the EBCE presentation in comparison to other presentations they had witnessed in their pasts. Item Three assessed participants' over-all reactions to the EBCE presentation in terms of the quantity and quality of information provided. Participants were asked if they would recommend wider exposure of the EBCE concept on Item Four. Lastly, Item Five was an open-ended question asking whether the participants had any unanswered questions about EBCE, or, if they had expected any information which was not provided at the conference. This item was to be subjectively scored. However, a response to Item Five was rare.

The content for this instrument was agreed upon by EBCE staff members responsible for the presentations. The information provided by the instrument was primarily intended to give feedback to EBCE staff concerning the effectiveness of their presentations.

The second intended function of the questionnaire, or opinionnaire which participants completed at the end of the conferences was to assess the representatives' reactions to EBCE as an innovative educational program. This portion of the questionnaire was given the term "stakeholder analysis". This term was considered applicable since one of the most important functions of the questionnaire was to gain insight into what the participants believed to be the most awesome barriers to the implementation of an EBCE program in their districts or regions. Or, in other words, what were the "stakes" which representatives thought would be involved in adopting or adapting an EBCE approach. Therefore, the stakeholder analysis instrument was developed to assess participants' attitudes toward EBCE as an educational package, EBCE as an educational concept, and to examine the stakes involved in adopting such an educational package.

The stakeholder analysis portion of the questionnaire completed by participants at the end of the conferences was introduced by a separate set of directions and a statement of its purpose. Items one through twenty on the stakeholder instrument were of the Likert-scale type. All of the Likert-style items followed this format:

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

The remaining portion of the stakeholder analysis instrument contained items which were to be more subjectively scored. The content of the remaining items was considered to be inappropriate for Likert-style items. Of these questions, four required the respondents to rank alternatives, one was open-ended, short-answer type, and one was multiple choice. Therefore, the entire stakeholder analysis instrument contained twenty-six different items. For two of the items, requiring respondents to rank alternatives, a comparison of what the respondent thought the high school curriculum should emphasize was made to what they thought the EBCE program emphasized. Another ranking type of item concerned who the respondent thought would be responsible for implementation of an EBCE program in their region or district, should such a program be adopted. The last ranking item was also included in the preregistration data form. This item was included to assess change as a result of the EBCE presentation. This item had respondents rank the important aspects of an imaginary career education program. Eight alternatives were included in the item. The other two questions in the stakeholder analysis instrument concerned Citizens Advisory Committees. One item had the participants check whether they had a CAC, and if it was functional. The other item asked the respondents to make a brief statement about what they thought the role of a CAC should be.

Further, it should be noted that conference participants were assured that their responses to the questionnaire would be held in confidence. Although their responses were to be used for data analyses, the respondents were promised that their names would be withheld. A Table of Specifications for this instrument follows.

**TABLE 1:** SPECIFICATIONS FOR STAKEHOLDER ANALYSIS INSTRUMENT

| IMPORTANT AREAS OF CONTENT | CONFERENCE AND TEST OBJECTIVES: Assess Reaction To EBCE Benefits | Assets Participant "Stakes" | Assess Participant Attitudes | TOTALS |
|---|---|---|---|---|
| Advantages Of EBCE To Student | Six Items | | | 6 |
| Comparison Of EBCE To Traditional Programs | Four Items | | | 4 |
| Financial Issues | | Two Items | | 2 |
| Staffing Issues | | Three Items | | 3 |
| Consultance Issues | | Two Items | | 2 |
| Control Issues | | Two Items | | 2 |
| Physical Facilities | | One Item | | 1 |
| Innovation | | | Four Items | 4 |
| Federal Projects | | | One Item | 1 |
| TOTALS | 10 | 10 | 5 | 25 TOTAL ITEMS |

Additionally, it should be noted that AEL provided travel vouchers with each invitation sent. AEL paid all travel expenses for all attendants to the first three conferences.

Each conference convened at 10:30 a.m. with an informal coffee and pastry brunch. During this session, EBCE staff members made efforts to introduce themselves to as many of the participants as possible. Those participants who did not know other participants were introduced where possible. Further, those guests who had not completed preregistration forms prior to their arrival, were encouraged to do so.

Formal EBCE presentations began at 11:00 a.m. Brief introductions to the program were provided and followed by audio-visual and slide presentations. By 11:45 a.m. question and answer sessions had usually begun. By 12:15 p.m. the meetings were adjourned for lunch where informal questions were encouraged. A standard lunch was provided by AEL at each conference. Following lunch, formal presentations were made by EBCE staff, to include an EBCE learning coordinator (teacher) and an EBCE student. Participant questions were then encouraged for the remainder of the afternoon. By 3:30 p.m. audience questions were generally exhausted. At that point, the questionnaire prepared to assess the participants' reactions to the EBCE presentation and the "stakeholder analysis" was distributed. Ten to fifteen minutes were required to complete the questionnaire (to be discussed at a later point). Following completion of the questionnaires, the conferences adjourned. As the participants left, they were reminded to complete their travel vouchers for reimbursement of expenses and to mail them to AEL in Charleston, West Virginia.

During all five conferences, an independent observer took explicit notes of the proceedings. The purpose of these notes was to ensure that the post-conference questionnaire was accurate in terms of content validity, as well as to give EBCE some immediate post-conference feedback about participants' concerns and thoughts. In each conference, this note-taking observer was introduced and his function at the meeting explained. The note-taking activity did not appear to cause any disruption or participant anxiety.

Also, during each conference audio tapes of the sessions were recorded. These recordings are on file with AEL, Charleston, West Virginia.

Conference Results

The results presented here are deliberately generalized from the longer Stakeholder Analysis to protect the anonymity of the participants.

Conference proceedings were recorded on tape and in the external process observer's notes. The contents of notes and tapes were analyzed to ascertain those questions most frequently asked by participants following the staff's presentation of EBCE. This analysis has resulted in the generation of "The Basic Fact Sheet" (BFS). The BFS, which has subsequently proved to be a most useful informational document, contains the questions most frequently asked during the conferences and the staff's response to each question. The BFS and an overview brochure, "What School Did You Learn In Today?",have proven to be AEL's best information pieces for marketing the program. The BFS is included here as Appendix 3.

Under the Stakeholder Analysis objective of assessing participants' concerns, five areas of content were addressed. The content areas, a specific stakes examined, were financial issues (Items 6 and 11), staffing issues (Items 7, 18* and 19*), consultation (technical assistance) issues (Items 8 and 10), physical facility issues (Item 9*) and control issues (Items 15* and 16*). For all conference attendants these potential-user stakes were ranked as follows, where the higher the mean value, the less important the issue or stakes involved.

| | |
|---|---|
| CONTROL | 4.11 |
| PHYSICAL FACILITIES | 3.73 |
| FINANCES | 3.27 |
| STAFFING | 2.77 |
| CONSULTATION | 2.68 |

In other words, for all conference attendants, taken as a group, consultation (technical assistance) was the most important stake. The participants, in general, felt that without consulting assistance on the part of EBCE or AEL, adopting an EBCE program would be highly undesirable. The issue of next greatest concern was that of staffing. In general, without the addition of extra staff, the EBCE program would probably not be acceptable. Although financial issues occupied a great deal of conference attention, this issue was not as important to attendants as consultation and staffing issues. The addition of physical facilities to assist in the implementation of an EBCE program was not perceived by conference attendants as being a particularly important concern. Further, loss of control for teachers and administrators was perceived as being a near non-existent concern.

Under the Stakeholder Analysis objective of assessing participants' attitudes, two specific areas of content were tapped. Attitudes toward innovation (Items 12*, 13*, 14* and 20*) and toward federal projects (Item 17*) were examined. The items related to innovation were specific to possible complaints participants might have had about the EBCE program. The total group of conference attendants scored the items concerning the innovative program as follows:

* Items revised to avoid response-bias.

| | |
|---|---|
| ITEM 12 | $\bar{x} = 4.00$ |
| ITEM 13 | $\bar{x} = 2.59$ |
| ITEM 14 | $\bar{x} = 3.09$ |
| ITEM 20 | $\bar{x} = 3.00$ |

The educational representatives agreed rather emphatically that EBCE would not result in insufficient emphasis on "formal learning" (Item 12). However, they did feel that asking regular teachers to take an active role outside the classroom would cause problems (Item 13) The participants were somewhat neutral in their attitudes concerning where higher order sciences should be taught (Item 14) and about translating career experiences into regular high school credits. Furthermore, participants were generally not too concerned about the potential problem of additional "red tape" paperwork which might accompany such a program (Item 17, $\bar{x} = 3.45$). These patterns of responses were true for each of the individual conference groups.

The remaining portion of the post-conference questionnaire consisted of items which were not of the Likert-type. The results for these items were not included in total score counts, but have been examined independently.

Item 21 on the questionnaire had participants rank in order of importance four basic high school curriculums. The curriculums were college preparation, commercial-business, industrial-vocational, and career-oriented. Participants were asked to rank them according to their opinion on how the high school should ideally emphasize them. Item 22 was a similar item which requested that participants rank the same curriculum categories according to how the participants understood EBCE to emphasize them.

For Item 22, how participants understood EBCE to rank the same curricular categories, these findings were revealed:

| Curriculum | Rank | % In Agreement |
|---|---|---|
| College Preparation | 4 | 67% |
| Commercial-Business | 3 | 33% |
| | 2 | 43% |
| Industrial-Vocational | 2 | 33% |
| | 3 | 43% |
| Career-Oriented | 1 | 86% |

Although there was a tie for second and third ranks between commercial-business and industrial-vocational curriculums in regard to how participants perceived EBCE's curricular emphases, there was remarkable correspondence between participants' ideal conceptions of what the high school should emphasize and what they thought EBCE emphasized. In the perception of the conference participants, EBCE was right on target with their emphases on high school curriculums.

Item 25 on the post-conference questionnaire requested that participants inform EBCE personnel about who would be responsible for implementing an EBCE program in their district should such a program be adopted. The alternatives of superintendent, principal, guidance and counseling staff, and teachers were offered in this ranking item. Of the participants who responded to Item 25, 95% agreed that the school superintendent would be responsible first of all. Ranked second in importance for implementing such a program were principals. There was 79% agreement among participants for the second most likely candidate, the principal. Ranked third, with 68% agreement, were guidance and counseling staff. With 68% agreement, the teachers were ranked least likely to be responsible for implementing an EBCE program. The ranking of persons who might be allocated this responsibility was superintendent, principal, guidance and counseling staff, and then teachers for twelve of the nineteen respondents, for 63% total agreement.

Item 26, the last item on the post-conference questionnaire, was intended to indicate change as a result of participants' witnessing EBCE's presentation. This same item was included in the Preregistration Data sheet. However, the item was ignored by the majority of those who completed the Preregistration Data Sheet. Therefore, change from pre to post test could not be assessed. The item requested participants to rank the most important aspects of a career education program, in their opinions. Eight alternatives were offered in the item. Based on frequency counts of participants' post-conference rankings the following ranks were obtained:

| Rank | |
|---|---|
| 1 | Relevance to real life. |
| 2 | Help in defining life goals. |
| 3 | Knowledge of jobs. |
| 4 | Individualized study. |
| 5 | Guidance and counseling help. |
| 6 | Flexible schedule. |
| 7 | Absence of traditional classroom. |
| 8 | Specific training. |

## Discussion

The purpose of this study has been to examine the effectiveness of AEL's EBCE program as it was presented in five formal conferences with education officials from Tennessee, Kentucky, and West Virginia. More specifically, this study has attempted to evaluate EBCE along the guidelines proposed as objectives for the EBCE User Conferences. Those objectives were to provide public exposure of the EBCE concept to concerned education officials within the Appalachian Region, to develop insights into the specific needs and preferences according to geographic areas of interest which might facilitate or suppress the implementation of an EBCE program, and to provide professional feedback to EBCE staff concerning the adequacy of their program. These apriori objectives have been evaluated by two means. The first means of evaluation was subjective, based on observer notes recorded at each conference. The second means of evaluation was more objective, based on conference attendants' responses to questionnaire instruments. These two evaluative techniques have been complementary in providing information useful to the study's objectives. Not only have these two techniques ascertained valuable information useful to EBCE, but they have each contributed to locating some of the major limitations of the study.

One important limitation of this study is the absence of standard learning and testing conditions. Although the EBCE staff presented basically the same information to attendants at the five conferences, each conference was different from the others. In the Kentucky meeting, countless disturbances from neighboring rooms distracted from EBCE's presentation. Furthermore, EBCE staff refined their presentation for the Kentucky audience. Although the same information was given, it was presented in a manner unlike the Tennessee and the West Virginia presentations. In the West Virginia conferences, formal presentations, such as those made in Tennessee and Kentucky, were minimal. In fact, EBCE was represented by an entirely different group of staff personnel at the West Virginia meetings than at the other two conferences. In general, EBCE staff presented the same content in five different ways at the five conferences. The absence of standard conditions could be argued to affect the validity of the Reaction to Presentation instrument. Because the instrument's results appeared to correspond so well with conference notes, however, this limitation of the study may not have been very significant. The greatest consolation for the lack of a presentation standard was the fact that Reaction to Presentation total scores were not correlated to any respectable degree with Stakeholder Analysis total scores. Participants rated EBCE as a concept independently of their reactions to EBCE's presentation.

In general, this study's attributes heavily outweigh its limitations. Subjective evaluations via observer notes provided EBCE staff with immediate feedback concerning the effectiveness

of their presentations, detailed verbal descriptions of participants' concerns and opinions about specific portions of the EBCE package, and qualitative evidence supporting the validity of objective techniques. In fact, subjective evaluations of the EBCE program's strengths and weaknesses, of anticipated participants' stakes, and relevant attitudinal areas of concern have formed the basis of the objective evaluations conducted in this study. These objective evaluations have been, in the opinion of this investigator, this study's mainstay. The Preregistration Data Sheet, the Reaction to Presentation instrument, and the Stakeholder Analysis instrument have all provided EBCE staff with the objective data they need to accurately evaluate the effectiveness of their presentations, the importance of participants' stakes, and the likelihood of their package being adopted at some future date. Specifically, the Stakeholder Analysis instrument was demonstrated to be an instrument worthy of confidence in terms of validity and reliability. This instrument provided empirical data which can be employed with confidence in decision-making situations. For example, EBCE would be well advised to expect a warmer reception for follow-up activity to their conferences in Tennessee than in Kentucky. Even though the differences between the mean total scores for these two groups were not statistically significant, a difference existed. The Tennessee group was more favorably impressed with the concept of EBCE than the Kentucky group. Furthermore, piecemeal examinations of the Stakeholder test, based on specific test objectives and areas of content, revealed some useful information. For example, all conference participants indicated a favorable impression of the advantages to the student which the EBCE program affords. Whether or not this finding was the result of participants giving socially desirable responses cannot be determined. What was important about this area of the test, however, was the fact that EBCE was not perceived as being advantageous in terms of college preparation. Not only did the college preparation "advantage" have a lower mean value than other advantages, but it was the only one of the "advantage" items which did not maintain a high positive relationship to Stakeholder Analysis total scores.

Also, items comparing EBCE with other approaches to career education indicated that even though representatives readily agreed that EBCE was a better program than the ones their agencies currently supported, the representatives displayed a reluctance to abandon programs to which they were already committed, regardless of EBCE's benefits. For this reason, EBCE would be well advised to discuss with officials of State Departments of Education how EBCE can be integrated into their respective states' Career Education Models.

Furthermore, potential-user's stakes, or areas of greatest concern, were examined in a piecemeal fashion for each conference and for the total sample. These findings indicated that the issue of greatest concern to potential users was that of consulting assistance. This primary "stake" was followed by the issue of additional staff in order of importance. Next in importance were financial

issues, additional physical facilities, and lastly, a loss of control for teachers and administrators. Even though participants appeared to be somewhat preoccupied with financial costs during question-and-answer periods, this issue was tertiary to consulting assistance, which EBCE would no doubt prefer to supply anyway, rather than additional staff. This finding, along with the highly favorable responses to EBCE's student benefits, indicates a favorable prognosis for EBCE.

Furthermore, participants perceived EBCE's curricular emphasis as nearly identical to how they rated an ideal situation regarding curricular emphasis. In other words, participants indicated that they believed the EBCE program emphasized just what the ideal high school curriculum should emphasize. This finding further supported a favorable prognosis for EBCE. Lastly, participants from all five conferences agreed that EBCE should be given wider exposure for the citizenry and decision-making officials within their communities.

The objectives of the EBCE User Conferences have been satisfied. The concept has been given public exposure to 230 education officials representing three states and ninety separate agencies. Insights into potential-user's stakes have been obtained, with the realization that the barriers are not as formidable as anticipated. The giving and taking of information at user conferences has satisfied the third conference objective. Experience-Based Career Education is now a public concept with exposure, and wider exposure recommended. With the results of this study as a basis for opinions, the forecast for EBCE is highly favorable.

APPENDIX 1

PREREGISTRATION DATA SHEET

The following information is requested of our guests for pre-registration for the EBCE User Conference on _____ June/July. Please answer all items as accurately as possible and return the questionnaire by 31 May (or some later date for July meetings). Of course, this information will be considered confidential.

1. Name of the individual who is to attend: _____

2. Organization (school/agency) you represent: _____

3. City _____ County _____ State _____

4. Your position:

____ Teacher
____ Principal
____ School Counselor
____ Local Education Agency Official (please specify) _____
____ State Superintendent
____ Director of Area Vocational School
____ Director of RESA, ROPES, BOCES
____ Other, please specify _____

5. Approximately how many people are in the surrounding community served by your agency? _____

6. Approximately how many people are employed (full-time) by your agency?
_____

7. The estimated socio-economic status of the community served by your agency is:

_____ Low _____ Average _____ High

8. List the three most important Federally funded programs currently associated with your agency.

_____: Amount _____

_____: Amount _____

_____: Amount _____

Total number of projects: _____

9. In your opinion, do Federal projects in general make a significant impact on Education?

_____No _____Not Usually _____ About half do _____ More often than not

_____Nearly Always

10. Are you familiar with the concept of Experience-Based Career Education?

_____Well acquainted _____ Somewhat familiar _____ No, not at all

If yes, from what source(s)? _____

_____

11. What activities and programs does your agency currently support in career education?

_____

_____

_____

(Use Back For Additional Space)

12. Do you have staff members with career education backgrounds or interests?

_____ No _____ Yes; How many _____

13. What aspects of a career education program would be most interesting/important to your agency or school (place in rank order - 1 equals most important, etc.)

_____ Knowledge of jobs
_____ Individualized study
_____ Help in defining life goals
_____ Guidance and counseling help
_____ Specific training
_____ Relevance to real life
_____ Absence of traditional classroom
_____ Flexible schedule

14. How many practicing educational evaluators are in your agency or school system?

_____

15. Are you familiar with the Appalachia Educational Laboratory?

_____ No, not at all _____ Somewhat familiar _____ Well acquainted

If yes, with which programs? _____

_____

16. Are you familiar with the Experience-Based Career Education program which is being initiated through the Appalachia Educational Laboratory? (Aside from being invited to this conference).

_____ No, not at all _____ Somewhat familiar _____ Well acquainted

17. List the Citizens Advisory Committees employed by your agency.

1. Committee for _____
   Number of members _____

2. Committee for _____
   Number of members _____

3. Committee for _____
   Number of members _____

18. Rank the influence these committees have on new programs in your agency.

_____ No influence
_____ Advice only
_____ Community sounding board
_____ Policy setting
_____ Governing power

APPENDIX 2

EXPERIENCE-BASED CAREER EDUCATION

Name _____

Organization (school/agency) _____

The following five-item section of this questionnaire has been designed to assess your response to the EBCE presentation which you have just witnessed. Your answers will help us in our efforts to construct informative, effective presentations of EBCE.

1. Please score the components of the presentation you have just witnessed by circling the number which you feel is most appropriate. A score of "5" indicates a high, favorable score; a "1" indicates the lowest score on the continuum.

| | | |
|---|---|---|
| A. | Speakers' skills (knowledge of material and speaking ability) | 1 2 3 4 5 |
| B. | Audio-visual materials. | 1 2 3 4 5 |
| C. | Handouts | 1 2 3 4 5 |
| D. | Display of materials and documents | 1 2 3 4 5 |
| E. | Physical facilities | 1 2 3 4 5 |
| F. | Length of presentation | 1 2 3 4 5 |

(If you circled a 1, 2, or 3 under F above, indicate by checkmark whether the presentation should have been longer ____ or shorter ____).

2. In comparison with other presentations which you have witnessed in the past, please rate today's EBCE presentation by circling the appropriate number. A "5" indicates a high, favorable score for EBCE; a "1" a low score.

1 2 3 4 5

3. Based on today's EBCE presentation, how would you rate your overall reaction to the new information you have witnessed?

1 Not Impressed
2
3 Impressed
4
5 Very Favorably Impressed

4. Would you recommend that the AEL's conception of EBCE be given wider exposure for the citizenry and decision-making officials within your community?

1 No
2 Yes, for the citizenry
3 Yes, for the officials
4 Yes, for both groups
5 Most definitely for both groups

5. Do you have any unanswered questions about EBCE, or, did you expect some information about EBCE which was not offered in today's presentation? If so, please comment briefly:

_____

_____

_____

The following questions have been designed to assess your opinions about some issues relevant to the EBCE program conceptualized and operated by Appalachia Educational Laboratory. These questions should only take about 10 minutes to complete and will be quite useful to AEL.

Except where specified, all items follow this format:

1 strongly disagree
2 disagree
3 neutral
4 agree
5 strongly agree

For each item, just circle the number you feel is appropriate.

1. In my opinion, the EBCE program would be more advantageous than traditional programs for the student in terms of:

a. providing greater freedom of choice for areas of study 1 2 3 4 5
b. providing life orientation 1 2 3 4 5
c. exposure to career opportunities 1 2 3 4 5
d. providing greater actual student involvement 1 2 3 4 5
e. college preparation 1 2 3 4 5
f. providing more individualized attention for the student 1 2 3 4 5

2. In comparison to some other innovative high school programs being sponsored by the government, EBCE strikes me as being one of the best.
1 2 3 4 5

3. The program employed at present by my local high school does an adequate job of providing for career preparation.
1 2 3 4 5

4. In my opinion, EBCE sounds as if it would do a better job of providing

for career preparation than the program which is currently being used in my school district.

1 2 3 4 5

6. In my opinion, EBCE could be employed by my school/agency even without additional funding.

1 2 3 4 5

7. In my opinion, EBCE could be employed by my school/agency even if additional staff was not made available.

1 2 3 4 5

8. EBCE could be used in my school/agency even without consulting assistance.

1 2 3 4 5

9. In my opinion, without the addition of physical facilities, my school/agency could not employ the EBCE program.

1 2 3 4 5

10. If a funding grant were not made available, but materials, documents, and training for our staff were provided without cost, my school/agency would seriously consider the addition of EBCE to our curriculum.

1 2 3 4 5

11. If a funding grant were likely to be available, my school/agency would be interested in a more serious consideration of employing EBCE.

1 2 3 4 5

12. Innovative programs such as EBCE tend to cause high schools to put insufficient emphasis on "formal learning".

1 2 3 4 5

13. High school teachers are so accustomed to the traditional artificial environment of the school, that asking them to take an active role outside the school in placing students on a job site may cause problems.

1 2 3 4 5

14. Higher mathematics, chemistry, and similar sciences should be taught in the classroom.

1 2 3 4 5

15. A program like EBCE means that teachers will lose control of their students.

1 2 3 4 5

16. Accepting government-developed projects like EBCE usually means a loss of control for local administrators.

1 2 3 4 5

17. Programs like EBCE generally mean a paperwork (red tape) headache.

1 2 3 4 5

18. Accepting a program like EBCE would probably require considerable clerical support and would probably cause some reduction of clerical support now available to superintendents and principals for assisting them in their administration of present programs.

1 2 3 4 5

19. The testing, measurement, and general recruiting of students for a program like EBCE is too burdensome a task for the guidance department staffs of the schools in my district.

1 2 3 4 5

20. EBCE may mean a worthwhile career experience for the student, but translating a good experience into regular high school credits will be troublesome.

1 2 3 4 5

21. In my opinion, the high school should emphasize (please rank in order of importance)

_____ College preparation curriculum
_____ Commercial-business curriculum
_____ Industrial-vocational curriculum
_____ Career-oriented curriculum

22. As I understand EBCE, it emphasizes (please rank in order of importance)

_____ College preparation curriculum
_____ Commercial-business curriculum
_____ Industrial-vocational curriculum
_____ Career-oriented curriculum

23. In regard to a Citizens Advisory Committee, my school district

_____ Does not have one
_____ Has one which is relatively inactive
_____ Has a functional one

24. In my opinion, the role of the Citizens Advisory Committee should be (a brief statement will suffice)

_____

_____

25. In my school district those responsible for implementing an EBCE program would include (please rank by degree of responsibility for implementing an EBCE program):

_____ Superintendent
_____ Principal
_____ Guidance and counseling staff
_____ Teachers
_____ Other (please specify) _____

26. In my opinion, the most important aspects of a career education program should be (please rank).

_____ Knowledge of jobs
_____ Individualized study
_____ Help in defining life goals
_____ Guidance and counseling help
_____ Specific training
_____ Relevance to real life
_____ Absence of traditional classroom
_____ Flexible schedule

APPENDIX 3

## BASIC FACTS ABOUT EBCE

1

What is EBCE?

Experience-Based Career Education

2

Who operates it?

The Appalachia Educational Laboratory (AEL) of Charleston, West Virginia, operates an experimental EBCE program in Kanawha County, West Virginia.

3

What is AEL?

It is a private, non-profit organization that seeks to develop innovative, effective education programs that can be adopted by public school districts and other local educational agencies.

4

Who funds AEL's EBCE program?

The National Institute of Education (NIE) of the Department of Health, Education and Welfare. Under its mandate from Congress, NIE enters into educational research and development contracts with various private organizations to improve educational systems, programs and methods throughout the nation. AEL is one of the organizations with which NIE has contracts, and EBCE is the largest of AEL's four programs.

5

What are the ages or grade levels of the students in the EBCE program?

The EBCE program currently serves high school seniors and a few exceptional juniors; it could easily serve other grade levels as well.

6

How many students have participated in EBCE at AEL?

In the 1972-73 school year, there were 44 graduates. In 1973-74, there were 84. In 1974-75, we expect to have at least 100 students in the AEL program.

7.

Have students had to pay tuition or other fees in order to participate in the program?

No, it is free -- in fact, they receive transportation expenses for travel to sites.

8

From whom does an EBCE graduate receive his high school diploma?

He receives it from his home high school, and also receives an EBCE certificate from AEL.

9

What kind of student is EBCE designed to serve?

It is not limited to any particular kind of student. Rather, it can and does serve those with high abilities, average abilities, and less-than-average abilities. Also, it can and does serve those who plan to attend college as well as those who plan to go to work upon graduation from high school.

10

How does it do this?

EBCE is a blend of academic activities and career-exploration experiences. Each student blends the "academic" and "experience" facets together with help from his Learning Coordinator, and thus creates an individual learning program that is best-suited for his interests and abilities.

11

What is a Learning Coordinator?

A Learning Coordinator is AEL's counterpart of the school system's teacher, although the role of Learning Coordinator and that of the teacher are somewhat different. The Learning Coordinator (LC) helps a student develop an individualized learning program. Then, acting as an inter-disciplinary coordinator, the LC works with the student to assist and monitor his progress toward his program goals.

12

Under the EBCE concept, what does "experience-based" mean?

It means that the student's learning is based primarily on experience that he has in the real "world of work", at 100 + community or "experience sites".

13

What are "experience sites"?

These are various "experience" or "work" sites provided by the economic, governmental and other basic institutions of the community. Students are assigned to a particular site for periods ranging from a few days to thirteen weeks.

14

What are some examples of the experience sites?

The Charleston Area Medical Center, Union Carbide Corporation, United Mine Workers Field Office, the Holiday Inn, and the W. Va. Department of Employment Security are a few examples of the more than one hundred sites in the Kanawha County EBCE program.

15

Are the students paid anything?

No. The students are not paid by either AEL, or the institution providing the experience site. Instead they receive educational experiences that translate into high school credits toward their graduation. They are compensated for travel expenses.

16

Are the students providing free labor to the "experience site" institutions?

The short answer is "no". Of course, the students are sometimes performing useful labor, but the activities at each site are designed so that the instruction and other assistance provided to the student by the "experience site" personnel tend to offset whatever useful labor the student provides.

17

Have the labor unions accepted this arrangement?

Yes. In fact, labor unions themselves provide nineteen of the "experience sites" for the Kanawha County EBCE program.

18

Are the students' academic subjects also considered to be experience-based?

Yes, in the sense that their academic assignments are related to their experience sites. A student who is taking English might, for example, write a paper about the experience site to which he is currently assigned. That paper, as evaluated by the student's LC, would be differentially awarded a number of points toward a credit in English.

19

Under the EBCE concept, what does "career education" mean?

It means, basically, career exploration and investigation -- becoming aware of the wide range of career choices in our society, becoming familiar with the nature of the "world of work". This kind of career education is achieved not primarily by reading books or documents, but by the students' participation in the "world of work" at the "experience sites".

20

Does EBCE prepare students for specific jobs?

Generally, it does not. It is not designed to do that. It is "career awareness", or "career education", that the EBCE program is striving to achieve, not vocational training, or specific training for a specific job.

21

But, does EBCE help a graduated student get a job?

Our surveys of EBCE graduates indicate that it not only helps them get a job, but it also very often helps them get a job that matches their abilities and career interests.

22

Are any school systems adopting the program?

Yes, the Kanawha County School System is implementing the program at Charleston High School with plans for about 50 students during the 1974-75 school year.

23

What will be the per-pupil-cost of an operating EBCE program in a school system?

While there are no data available now concerning the costs in an operational context, we believe the per-pupil-cost of EBCE will prove to be comparable to the present per-pupil-cost in the vocational programs of public school systems.

24

Can the program be used in conjunction with other innovations like the "open classroom", modular/flexible scheduling and non-graded schools?

The experience of the Kanawha County EBCE program suggests that this program can operate comfortably with other popular educational innovations. It is an alternative, not a replacement, for the last two years of high school.

25

On what philosophical base is this program built?

That many high school students want and need to learn about the real "world of work and experience", rather than being isolated in the somewhat artificial environment of schools and books. That the high schools should try to bring the "world of work and experience" together with "the world of books and theories", so that each world can affect and benefit the other. That students should be afforded this broad kind of "experience/theory" learning mode as an alternative to the two traditional kinds of learning modes that are ordinarily offered to high school students -- the purely academic programs and the vocational training programs.

26

How are the students graded in this program?

They are graded by their Learning Coordinator under an inter-disciplinary point system. The credits earned under the point system are then translated into the established course credit system of Kanawha County Schools.

27

Can drop-outs participate in this program?

Yes, school drop-outs as well as Merit Scholars have successfully completed the Kanawha County EBCE program.

28

Do graduates of EBCE have any particular trouble in getting accepted by colleges?

No. In fact, almost 40% of the 1972-73 class entered college.

29

What kinds of courses are provided by the program?

The curricula encompass five subject areas: Social Sciences, Natural Sciences, Communications, Career Education and Mathematics.

30

What has happened to EBCE graduates?

Based on AEL's surveys of their activities since graduation, they are, as a group, performing well as employees and as college students.

31

What kind of staff does an EBCE program require?

As an experimental program, it requires a staff with fairly sophisticated capabilities in research, development, evaluation, and other fields. But it is anticipated that, in an operational program, an EBCE staff will not need to be

of significantly greater size or sophistication than the staffs now serving the academic and vocational programs of the public school systems.

32

What kind of facilities does it require?

The fact that most of the students' learning activities take place at the experience sites substantially reduces the need for classroom sessions or other kind of large meetings. The basic requirement is that there be facilities for "one-to-one" communications and small group sessions as well as enough space for occasional seminar meetings.

33

What kind of community resources does a viable EBCE program require?

The key requirement is community support and involvement. Without these, the EBCE program cannot operate. This is true to a greater degree for EBCE than most other educational programs, because the EBCE experience sites are provided by the economic, governmental and other basic institutions of the community itself.

34

Would an adopter of EBCE operate the program exactly as it has been operated by AEL?

Probably not. AEL is operating an experimental program in populous Kanawha County. The implementation of EBCE in an operational setting in other counties will probably require some adaptations appropriate for the educational, economic, and other basic conditions of the locale where the program would be implemented.

35

Does AEL pay local educational agencies to operate EBCE programs?

Not at the present time. However, AEL is currently able to provide a "start-up" technical assistance to interested agencies, including proposal-writing assistance. Moreover, AEL expects to be able to provide some "pass-through" money in 1975-76 to local educational agencies that will be implementing EBCE programs.

36

Can the program be adopted one piece at a time?

AEL has conducted an analysis of the EBCE program and identified EBCE's separate program components, thus making it possible for a user of the program to adopt one piece, or a few pieces, at a time.

37

To what kinds of evaluation has the program been subjected?

It was evaluated in 1974 by a Blue Ribbon Panel of prominent educators and other distinguished citizens from across the country. The conclusions of this panel's evaluation was high favorable as to the value and effectiveness of EBCE. Beyond this formal evaluation, there has been a remarkable array of favorable evaluative comments from the State Superintendent of W. Va. Schools, the Kanawha County School System, the institutions providing the experience sites, the parents, and the students themselves.

38

Is EBCE an accredited school?

Yes. By virtue of the fact that the credits of the EBCE program of AEL are accepted by the Kanawha County School System, which is an accredited school system.

39

What is the EBCE student-teacher ratio?

For the 1973-74 school year, it was 15 to 1. In 1974-75, it is expected to be 18 to 1.

40

How does EBCE differ from vocational-technical education and work-study programs?

Vocational-technical education enables a student to learn a set of skills necessary to perform a particular job or to follow a particular "line of work". Work-study programs enable a student to get on-the-job training in a particular job. In contrast, EBCE enables a student to explore various careers, to get a perspective about careers and work, and to place his own career interests and abilities into the perspective and then make the career decision that is best for him.